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ABSTRACT

Teaching for understanding is a concept that portrays teachers as guides, coaches, and facilitators of student learning. This book, which provides concrete illustrations of what teaching for understanding entails, is divided into chapters as follows: (1) "Introduction: New Visions of Teaching" (Milbrey W. McLaughlin, Joan E. Talbert); (2) "Collaboration as a Context for Joining Teacher Learning with Learning about Teaching" (Deborah L. Ball, Sylvia S. Rundquist); (3) "Learning To Hear Voices: Inventing a New Pedagogy of Teacher Education" (Ruth M. Heaton, Magdalene Lampert); (4) "Deeply Rooted Change: A Tale of Learning To Teach Adventurously" (Suzanne M. Wilson with Carol Miller and Carol Yerkes); (5) "Creating Classroom Practice within the Context of a Restructured Professional Development School" (Sarah J. McCarthey, Penelope L. Peterson); (6) "Understanding Teaching in Context" (Joan E. Talbert, Milbrey W. McLaughlin); (7) "Pedagogy and Policy" (David K. Cohen, Carol A. Barnes); and (8) "Conclusion: A New Pedagogy for Policy?" (David K. Cohen, Carol A. Barnes). A theme running throughout the volume is that moving practice, research, and policy in directions that can enable and support the vision of teaching for understanding requires breaking out of routine ways of: thinking about practice; administering schools and classrooms; and formulating educational research and policy. (LL)

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